

2016-2018 INDUSTRY CLUSTER NAME Innovative Academy – the Next Generation of Early College High Schools

Program authority:	TEC §29.908; GAA, Art III, Rider 52, 84th Texas Legislature; WIOA §17.278 and §17.258; and Carl Perkins Career and Tech Education Act	FOR TEA USE ONLY Write NOGA ID here:
Grant Period	February 1, 2017, to May 30, 2018	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> Received Texas Education Agency 2016 NOV - 1 PM 12:14 Document Control Center Grants Administration </div>
Application deadline:	5:00 p.m. Central Time, November 1, 2016	
Submittal information:	<p>Three complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address:</p> <p style="text-align: center;">Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494</p>	
Contact information:	Lauren Dwiggins, lauren.dwiggins@tea.texas.gov ; (512) 463-9581	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Santa Rosa ISD	031-914	Santa Rosa High School/001	
Vendor ID #	ESC Region #	DUNS #	
74-6002268	01	100076546	
Mailing address	City	State	ZIP Code
P O Box 368	Santa Rosa	TX	78593-0368
Primary Contact			
First name	M.I.	Last name	Title
Heriberto		Villarreal	Superintendent
Telephone #	Email address		FAX #
(956) 636-9800	hbvillarreal@srtx.org		(956) 636-9890
Secondary Contact			
First name	M.I.	Last name	Title
Oscar	L.	Alaniz	Grant and Data Specialist
Telephone #	Email address		FAX #
(956) 970-1515	oscaralaniz36@gmail.com		(866) 600-0374

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name Heriberto	M.I.	Last name Villarreal	Title Superintendent
Telephone # (956) 636-9800		Email address hbvillarreal@srtx.org	FAX # (956) 636-9890

Signature (blue ink preferred)

Date signed

Only the legally responsible party may sign this application.

701-16-108-017

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #1—General InformationCounty-district number or vendor ID: **031-914**

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
20	Outside Sources of Income and Pre-Existing Content (Required for IHEs)	<input type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD):

End date (MM/DD):

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☐**For TEA Use Only**

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Schedule #2—Required Attachments and Provisions and AssurancesCounty-district number or vendor ID: **031-914**

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	MOU	The applicant must submit a draft Memorandum of Understanding among the dual credit partner, school district and school which establishes joint decision-making procedures that allow for planning and implementation of a coherent program across the institutions. The partnership and the MOU must include provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the ECHS.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and AssurancesCounty-district number or vendor ID: **031-914**

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that a liaison that represents the industry partner(s) will interact directly and frequently with ECHS staff.
4.	The applicant provides assurance that the industry partner will actively participate in the development of curriculum for the INDUSTRY CLUSTER NAME Innovative Academy ECHS in order to ensure that the curriculum is appropriately aligned to marketable skills in the identified high-demand occupations, and may include industry recognized credentialing as part of degree plan design.
5.	The applicant provides assurance that the industry partner will assist in the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeships, that expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
6.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will employ a career counselor that serves only students of the INDUSTRY CLUSTER NAME Innovative Academy ECHS.
7.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will develop and maintain a leadership team that meets regularly to address issues of curriculum, school design, and sustainability.
8.	The applicant provides assurance that the leadership team will consist of high-level personnel with decision-making authority who meet regularly and report to each member organization or entity and will include <ul style="list-style-type: none"> a. District: superintendent, associate superintendent of curriculum and instruction, or equivalent position, career and technical education director, and INDUSTRY CLUSTER NAME Innovative Academy ECHS principal or director b. Primary dual credit partner: university or college president, provost, dean of college of education, and ECHS liaison c. College or university partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison d. Industry Partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison
9.	The applicant provides assurance that the partnership and the MOU will include provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the INDUSTRY CLUSTER NAME Innovative Academy ECHS.
10.	The applicant provides assurance that students enrolled in an ECHS course for both college and high school credit will not be required to pay for tuition, fees, or textbooks and that the school district or charter in which the student is enrolled will pay for tuition, fees, and required textbooks to the extent those charges are not waived by the partner IHE.
11.	The applicant provides assurance that the partnership will provide opportunities for ECHS teachers and higher-education faculty to collaborate through planning, teaching, and professional development.
12.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will provide a course of study that enables a participating student to receive a high school diploma and either an associate's degree or 60 semester hours toward a baccalaureate degree during grades 9–12. An academic plan must be in place showing how students will progress toward this goal.
13.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will administer a college placement exam (Texas Success Initiative Assessment (TSIA) to all incoming 9th-graders to assess college readiness and to enable students to begin college courses based on their performance—as soon as they are able, possibly as early as the 9th grade.

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Schedule #2—Required Attachments and Provisions and Assurances (cont.)County-district number or vendor ID: **031-914**

Amendment # (for amendments only):

14.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will be an autonomous high school that meets one of the following criteria: a. Is located on a college or university campus b. Is a stand-alone high school campus near a college or university campus c. Is a small learning community within a larger high school that is near a college or university campus (where the ECHS is physically separated from the larger high school and ECHS students are a separate cohort with their own teachers, leader, schedule, and curriculum plan)
15.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will be a full-day program (i.e., full day as defined in PEIMS) in which all academic instruction and support services are delivered to students at the designated ECHS campus and that students will not travel between two high school campuses in order to receive instruction or support services.
16.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will be led by a principal or director who is 100% dedicated to the school.

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Schedule #4—Request for AmendmentCounty-district number or vendor ID: **031-914**

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)County-district number or vendor ID: **031-914**

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive SummaryCounty-district number or vendor ID: **031-914**

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Opening Statement: Currently, Santa Rosa ISD isn't able to offer 60 college credit hours for the district's students due to limited facilities and resources. Plus, the high school is currently not designated an Early College High School. The acquisition of the Early College High School Innovative Academy grant will give the district the ability to provide students either an Associate's Degree, or 60 semester hours toward a Baccalaureate Degree, as well as, provide instruction/training in high-demand occupations.

The proposed program is appropriate to and will successfully address the needs of the target population or other identified needs. (8 points) The district designed program, was tailored to successfully address the needs of the target population. The district will accomplish this by incorporating the grant requirements such as to: Enter into an articulated agreement with an Industry and College; Give students the opportunity to graduate with an Associate's Degree or 60 semester hours toward a Baccalaureate Degree in a high-demand occupation during grades 9–12; Provide an in-kind match of 20-25% through the partnership with the selected industry partner. **(10 points)**; Develop a leadership team to address the issues of the grant; and offer the students the opportunity to receive training in a high-demand occupation, as stated in TEA guidelines.

Furthermore, the district plans to evaluate student outcomes by reviewing student's transcripts before and after the grant funding period to ensure the students are receiving more college credit hours, as well as, conducting staff surveys to determine the progression of the student's academics over the grant funding period. Lastly, the district will develop a sustainability plan to continue the grant after the grant period has come to an end. Through these measures, the district will successfully address the needs of the target population.

The design of the proposed program reflects up-to-date knowledge from scientifically based research and effective practice. (4 points) To ensure the design of the proposed program reflects up-to-date knowledge, scientifically based research, and effective practices, the district: reviewed test scores, evaluated community needs, examined instructional practices, and reviewed professional development training that will address those identified needs. The following are the identified community and academic needs:

COMMUNITY NEEDS ASSESSMENT

Need (Population 25 and Over)	City	State
Households (w/child under 18) Falling Below Poverty	66.8%	20.4%
Population that Drop Out Between 9-12 th Grade	18.8%	9.2%
Population Doesn't Speak English at Home	61.4%	34.9%

Source: 2014 American Community Survey

In addition to the Community Needs Assessment above, the district collected local data included in following chart to indicate the district's academic deficiencies:

DEFICIENCIES IN COLLEGE READINESS INDICATORS

STARR Post-Secondary Readiness	District	State
Two or More Subjects	26%	41%
Mathematics	28%	48%
Reading	32%	46%
Writing	28%	34%

Source: 2014-2015 Texas Academic Progress Report (TAPR)

As seen in the Needs Assessments above, the district has a high need to implement the ECHS Innovative Academy Grant in order to address academic deficiencies that exist at the districts High Schools. Due to the remote rural location and limited resources, the district's students lack the resources, finances, and intervention necessary to prepare students for the real world. Santa Rosa ISD will take the initiative to address this academic problem by securing collaborative agreements between themselves, an Institution of Higher Education (IHE), and a Biotechnology and Life Sciences Industry. These contractual agreements will give the students an opportunity to get academic instruction, as well as, training through internships, externships, apprenticeships, and mentorship programs.

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Schedule #5—Program Executive Summary (cont.)County-district number or vendor ID: **031-914**

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The program activities relate directly to the program goals, local objectives, and strategies. (4 points) The district will implement program that relates directly to the ECHS Grant goals, objectives, and strategies. The proposed program will support students who are at risk, economically disadvantaged, English language learners, and first-generation college goers. The district will support these students by providing: the opportunity to receive an Associate Degree, or at least 60 semester credit hours toward a Baccalaureate Degree; Receive on the job training through internships provided by the partnering Industry; and Graduate high school with training in a high demand occupation.

The objectives, strategies, activities, and desired results of the program are clearly specified and are measurable. (4 points)

The objectives the district wishes to achieve by receiving funding include: Increasing the number of TSI-ready students; Offering an Associate's Degree or 60 semester hours toward a Baccalaureate Degree, as well as, an education in the Biotechnology and Life Sciences Industry Cluster; Establishing a distinct college-going culture; Increasing the number of college credit hours earned by participating students; and providing experience in a high-demand occupation.

The district will perform this task by partnering with Texas State Technical College (TSTC) and Texas A & M University – Kingsville (TAMU-K), as well as, any other necessary IHE'S in order to offer education for the district's students. The district will also partner with a Biotechnology and Life Sciences industry to ensure the students will receive training/experience in a high-demand occupation.

To ensure these goals and objectives of the grant are met Santa Rosa ISD will provide a personalized learning environment by creating a seamless curriculum between high school and college. The partnering Industry will provide a work-based experience to students through rigorous, purposeful, and responsive instruction with emphasis on leadership and relationship development. In order to ensure that students feel comfortable and are successful in their classroom, coursework, and job training, Santa Rosa ISD will implement strategies that will help develop a personalized learning and working environment. If a student is not performing at the required level in the Industry field or classroom, the Santa Rosa High School Principal and Counselor will personally meet with the student to identify his/her reasons for low performance. This will occur after each progress reporting session and after each report card distribution.

Strategies/activities are of sufficient quality and scope to ensure participation among all eligible program participants. (5 points) The district will implement strategies and activities that are of sufficient quality and scope to ensure equitable access and participation. The district has selected an array of activities designed to increase academic performance and attendance, improve student behavior, and raise promotion rates. These activities include but are not limited to:

- TSTC and TAMU-K will offer TSI workshops through its Student Success Center to prepare students for the TSI test;
- Activities to create a college-going culture;
- Summer TSI assessment preparation classes held at the district;
- Internships held at the Trinity Home Health Care Service;
- Higher education and ECHS teacher workshops; and
- Individualized student career and course counseling.

On-going commitment to the goals of this grant program and other sources committed to the program beyond grant funding: The district has ensured that they have received buy-in from all participants, including the school board, district and campus administrators, participating teachers, the partnering IHEs, as well as, the partnering industry. Throughout the term of the grant, the district will continue to meet with stakeholders to solicit feedback and modify the goals and objectives of the grant; thus, ensuring continued support of the program. The acquired resources coordinated with Title I (high poverty), Instructional Materials Allotment (IMA), and state compensatory funds will ensure student gains are continued after the grant funding terminates.

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Schedule #6—Program Budget SummaryCounty-district number or vendor ID: **031-911**

Amendment # (for amendments only):

Program authority: TEC §29.908; GAA, Art III, Rider 52, 84th Texas Legislature; Workforce Innovation and Opportunity Act §17.278 and §17.258; and Carl D. Perkins Career and Technical Education Act

Grant period: February 1, 2017, to May 30, 2018

Fund codes: See Notice of Grant Award (NOGA)

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Cost Share
Schedule #7	Payroll Costs (6100)	6100	\$157,500		\$157,500	
Schedule #8	Professional and Contracted Services (6200)	6200	\$52,476	\$15,000	\$67,476	
Schedule #9	Supplies and Materials (6300)	6300	\$71,000		\$71,000	
Schedule #10	Other Operating Costs (6400)	6400	\$35,000		\$35,000	
Schedule #11	Capital Outlay (6600)	6600	\$56,500		\$56,500	
Total direct costs:			\$372,476	\$15,000	\$387,476	
3.131% indirect costs (see note):			N/A	\$12,524	\$12,524	
Grand total of budgeted costs (add all entries in each column):			\$372,476	\$27,524	\$400,000	
Administrative Cost Calculation						
Enter the total grant amount requested:					\$400,000	
Percentage limit on administrative costs established for the program (10%):					× .10	
Multiply and round down to the nearest whole dollar. Enter the result.					\$40,000	
This is the maximum amount allowable for administrative costs, including indirect costs:						

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs

The budget, including personnel, materials, and other identified expenses, adequately supports the activities outlined in the grant proposal. (10 points) The district incorporated into the grant design all the grant requirements in order to offer high-quality programming through each grant component proposed. All expenses on the budget adequately support the activities in the grant proposal. Moreover, the district took into account expenses that are reasonable and necessary in order to fulfill the proposed program.

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Schedule #7—Payroll Costs (6100)County-district number or vendor ID: **031-914**

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Cost Share
Academic/Instructional					
1	Teacher	1		\$46,667	
2	Educational aide				
3	Tutor				
Program Management and Administration					
4	Project director				
5	Project coordinator	1		\$94,667	
6	Teacher facilitator				
7	Teacher supervisor				
8	Secretary/administrative assistant				
9	Data entry clerk				
10	Grant accountant/bookkeeper				
11	Evaluator/evaluation specialist				
Auxiliary					
12	Counselor	1		\$73,334	
13	Social worker				
14	Community liaison/parent coordinator				
Other Employee Positions					
21	Title:				
22	Title:				
23	Title:				
24	Subtotal employee costs:			\$214,668	\$0
Substitute, Extra-Duty Pay, Benefits Costs					
25	6112	Substitute pay			
26	6119	Professional staff extra-duty pay		\$12,500	
27	6121	Support staff extra-duty pay			
28	6140	Employee benefits		\$49,374	
29	61XX	Tuition remission (IHEs only)			
30	Subtotal substitute, extra-duty, benefits costs			\$61,874	\$0
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$276,542	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #8—Professional and Contracted Services (6200)County-district number or vendor ID: **031-914**

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted	Cost Share
6269	Rental or lease of buildings, space in buildings, or land		
	Specify purpose:		
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0	\$0
Professional and Contracted Services			
#	Description of Service and Purpose	Grant Amount Budgeted	Cost Share
1	PEERS - Will provide professional, evaluation services to include surveys, walk-throughs, one-on-one discussion groups, and quarterly and annual reports.	\$8,000	
2	CTC LEADERSHIP AND TEAM BUILDING TRAINERS - Will be contracted to provide high-quality professional development trainings and team building workshops. These services will take place throughout the year and will be targeted at teachers, administrators, and daycare staff.	\$21,896	
3	IHE PROFESSIONAL DEVELOPMENT - Will provide teachers and staff members with professional development related to the new courses, as well as, training on how to prepare students for the SAT/ACT and TSI Assessment.	\$7,500	
4	TSI TESTING FEES - Will cover students' TSI testing fees.	\$5,000	
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
b. Subtotal of professional and contracted services:		\$42,396	\$0
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0	\$0
(Sum of lines a, b, and c) Grand total		\$42,396	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants

Administration Administering a Grant page.

The costs reflected in the budget are appropriate for the results expected. (7 points) The requested amount of \$400,000 for the Early College High School Innovative Academy Grant is reasonable, cost-effective, and adequate to support the program. The budget is reasonable when considering it will target 1 campus, 80 students, 1 teacher, and 2 grant members.

Expenditures and activities are supplemental to and do not supplant or duplicate services currently provided. (3 points) The proposed program will be utilized to supplement not supplant any federal, state, and local funds. The district assures that these funds will not be decreased due to availability of funds (**Assurance 1**). Currently, the district does not offer education in the Biotechnology and Life Sciences Industry cluster or 60 semester credit hours toward a baccalaureate degree; therefore, the proposed activities do not supplant current activities.

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Schedule #9—Supplies and Materials (6300)County-District Number or Vendor ID: **031-914**

Amendment number (for amendments only):

Supplies and Materials Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted	Cost Share
6300	Total supplies and materials that do not require specific approval: Classroom Supplies and Materials, TSI Testing Materials, Office Supplies and Materials, and Industry Related Software	\$26,958	\$0
Grand total:		\$26,958	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 031-914		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Cost Share
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.		
	Specify purpose:		
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and must attach Educational Field Trip Justification Form.		
6413	Stipends for non-employees other than those included in 6419		
6419	Non-employee costs for conferences. Requires authorization in writing.		
Subtotal other operating costs requiring specific approval:		\$0	\$0
	Remaining 6400—Other operating costs that do not require specific approval:	\$4,000	\$0
Grand total:		\$4,000	\$0

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)County-District Number or Vendor ID: **031-914**

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Cost Share
6669—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A		
66XX—Computing Devices, capitalized					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
66XX—Software, capitalized					
12					
13					
14					
15					
16					
17					
18					
66XX—Equipment, furniture, or vehicles					
19	TECH-LABS - Will provide equipment, including a synthetic human cadaver (human simulator), related to the targeted Allied Health Careers.	1	\$40,000	\$40,000	
20					
21					
22					
23					
24					
25					
26					
27					
28					
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29					
Grand total:				\$40,000	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant FundsCounty-district number or vendor ID: **031-914**

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total campus enrollment:			1,144	
Category	Number	Percentage	Category	Percentage
African American	4	0.3%	Attendance rate	95.8%
Hispanic	1,128	98.6%	Annual dropout rate (Gr 9-12)	1.6%
White	12	1%	Students taking the ACT and/or SAT	51.7%
Asian	0	0%	Average SAT score (number value, not a percentage)	DNA
Economically disadvantaged	1,025	89.6%	Average ACT score (number value, not a percentage)	17
Limited English proficient (LEP)	180	15.7%	Students classified as "at risk" per Texas Education Code §29.081(d)	65.7%
Disciplinary placements	46	3.6%	State assessment data STAAR All grades, All Subjects	71%

Comments

The proposal was organized and completed according to grant instructions. All provisions, statutory and program requirements, as well as, the evaluation rubric questions were answered in their appropriate section. **(Application is organized and completed according to instructions-5 points)**

Strategies and activities are of sufficient quality and depth to ensure accomplishment of the goals and objectives of the program according to the relevant statute. (5 points) In order to ensure that the activities are based on an objective set of measures, the following reports were reviewed: Texas Academic Performance Reports (TAPR), Texas Success Initiative (TSI) reports, and the 2014 U.S. Census Reports. Based on the information gathered, it was determined that the campus were in need of programming that would increase academics, increase TSI readiness, benefit at-risk children, and increase number of high school graduates with training in a high-demand occupations in the district. Activities selected were researched to determine the validity of each activity and if evidence-based research was available to support the ability to impact the campus' needs.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	74	85.7%	No degree	0	0%
Hispanic	13	14.3%	Bachelor's degree	83	96.5%
White	0	0%	Master's degree	3	3.5%
Asian	0	0%	Doctorate	0	0%
1-5 years exp.	30	34.5%	Avg. salary, 1-5 years exp.	\$41,260	N/A
6-10 years exp.	19	22%	Avg. salary, 6-10 years exp.	\$43,457	N/A
11-20 years exp.	18	20.9%	Avg. salary, 11-20 years exp.	\$46,889	N/A
Over 20 years exp.	17.5	20.3%	Avg. salary, over 20 years exp.	\$54,860	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)County-district number or vendor ID: **031-914**

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	0	0	0	0	0	0	0	0	0	0	20	20	20	20	80
Open-enrollment charter school															0
Public institution															0
Private nonprofit															0
Private for-profit															0
TOTAL:	0	0	0	0	0	0	0	0	0	0	20	20	20	20	80

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	0	0	0	0	0	0	0	0	0	0	1				1
Open-enrollment charter school															0
Public institution															0
Private nonprofit															0
Private for-profit															0
TOTAL:	0	0	0	0	0	0	0	0	0	0	1				1

As seen in the table above, the school plan provided will not serve more than 100 students per grades 9-12. (5 points)

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Schedule #13—Needs AssessmentCounty-district number or vendor ID: **031-914**

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NEED: Details of the needs assessment methodology are provided, and the magnitude or severity of the problem to be addressed by the proposed program is significant. (10 points)

Current Achievement. In order to understand the district's *current achievement*, the district used state and campus data from the Texas Academic Performance Report (TAPR) to determine that the district's current achievement was below par. In fact, only 26% of the district's students Met Standards on 2014-2015 STAAR on Post-secondary Readiness Standards, compared to 41% for the State of Texas.

Needs Assessment Process: In preparation for the submission of the Early College High School Innovative Grant, the district analyzed the needs of the district. Elements of the needs assessment included: Student Demographics, TSI scores, STAAR results, attendance rates, teacher experience and qualifications, instructional programs that are currently being utilized, and the infrastructure that is available for student and teacher use. As a result of this assessment, the magnitude and severity of the problems the school faces are as follows:

Magnitude and severity of the problems the school faces are as follows:						
	CAMPUS DEMOGRAPHICS			MET STANDARDS IN STAAR		
	Economically Disadvantaged	At-Risk	Students With Disciplinary Placements	Reading	Writing	All Subjects
District	89.6%	65.7%	3.6%	71%	72%	71%
State	58.8%	51.2%	1.5%	77%	67%	77%
TEACHER EXPERIENCE AND QUALIFICATIONS						
	Master's Degree		Less than 5 Years of Experience	Professional Staff		
District	3.5%		34.5%	56%		
State	23.4%		26.1%	64.5%		
Source: 2014-2015 TEA Texas Academic Performance Reports (TAPR)						

In addition to the district conducting a local needs assessment, the district also conducted a Community Needs Assessment to determine the number of educationally disadvantaged and low-income families living throughout its community.

COMMUNITY NEEDS ASSESSMENT		
Need (Population 25 and Over)	City	State
Population That Drop out Between 9-12 th Grade	18.8%	9.2%
Population Doesn't Speak English at Home	61.4%	34.9%
Families Falling Below Poverty	51.2%	13.7%
Unemployed	58.4%	32.7%
Source: 2014 American Community Survey		

Description of how needs are prioritized: The district met with key stakeholders to review the results of the needs assessment and determine how to best prioritize the campus' needs. During these meetings, gaps, barriers, and weaknesses were identified and key qualitative and quantitative dimensions that support prioritization were applied. The following areas were identified as areas in need: **Instructional Programs** – The campus is in need of supplemental instructional materials and academic curriculum equipment required to provide at-risk students with targeted assistance in their academics, as well as, increased collaboration and materials for the partnering industries; and, **Facilities** – The campus lacks the facilities to provide students training in a high-demand occupation or offer either an Associate's Degree or 60 semester hours toward a baccalaureate degree; therefore, partnering with industries is necessary.

Desired or required accomplishment: After conducting the local and community needs assessments, the district realizes that they must enter into a partnership with high-demand industries. The district will ensure it sustains these partnerships in hopes that they will be able to provide at-risk students with ways to financially sustain themselves right after graduating high school.

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Schedule #13—Needs Assessment (cont.)County-district number or vendor ID: **031-914**

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority.

Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	The district has an average ACT score of 17.0% , which is 3.6% points less than the average score for the State, 20.6% . The district also found that their SAT score was 51.7% , which is 14.6% less than the average score for the State, 66.3% . (Source: 2014-15 Texas Academic Performance Report-TAPR) Needs have been identified and strategies have been described. (10 points)	In order to improve the academic deficiencies as noted in the district's needs assessment, the district will align and purchase curriculum and instructional materials. This will allow the district to increase student's outcomes which will be measured by monitoring/compliance tools. Staff will also be invited to attend district and trainer provided professional development training relevant to curriculum, technology, software, and data collection.
2.	The district currently lacks the education and industry experience to qualify its students to work in the real world. In fact, over 58.4% of the population surrounding the district are unemployed, while the average for the state is 32.7% . (Source: 2014-15 American Fact Finder)	The district will help qualify their students by partnering with Trinity Home Health Care Service to provide them real world experiences in the Healthcare Industry, as well as, an education in the Biotechnology and Life Sciences Industry Cluster. This added experience in a high-demand occupation will lead to a decrease in unemployment rates, as well as, more responsible and self-sustaining individuals.
3.	The district has 65.7% of its student population that are at-risk, compared to 51.2% for the state. Source: 2014-2015 TEA Texas Academic Performance Reports (TAPR)	In order to ensure the district addresses the TSI preparatory, and industry needs of these at-risk children, the district will provide professional development that is customized to the at-risk and underrepresented population.
4.	The district had a low amount of highly-qualified personnel. In fact, only 3.5 % of the district's teachers have a Master's degree, in comparison to 23.4% for the State. Source: 2014-2015 TEA Texas Academic Performance Reports (TAPR)	The district will address this by working with a partnering college and Industry to ensure there is year around staff training and professional development. The district will ensure that their staff attend all relevant Fall, Spring, and Summer professional development (PD) and teacher trainings, as well as, have the partnering college and Industry have input in the PD and teacher trainings that should take place.
5.	The district only has 8.5% of its teachers who hold a Master's Degree in comparison to 23.4% for the state. (Source: 2014-15 Texas Academic Progress Report-TAPR) Due to this shortage highly education teachers, the district is in need for additional professional development trainings to ensure high qualified personnel and staff is in place for the Early College High School Innovative Academy Grant.	The district will work with a partnering college and industry to ensure there is year around staff training and professional development. The district will also ensure that their staff is compensated through stipends when students perform well on TSI tests and academic activities.

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Schedule #14—Management PlanCounty-district number or vendor ID: **031-914**

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications Desired Qualifications (5 points)
1.	Program Director (Assurance 16)	Must have a minimum of a Bachelor's Degree in Education or a related field. Experience: Must have a minimum of 3 years of experience in supervisory of small to medium teams and experience in data reporting.
2.	Curriculum & Instruction Director	Must have a minimum of a Bachelor's Degree in Education or a related field. Experience: Developing curricular goals and outlines for new curriculum and curriculum updates and experience in conducting research and consulting with faculty, staff, and business representatives in the design and development of new curriculum.
3.	Region 1 ESC	The individuals conducting services will be required to have a minimum of a Bachelor's Degree in a related field and a minimum of 5 years of experience in High School education.
4.	Career Counselor	Must have a minimum of a Bachelor's Degree in Education or a related field. Experience: Must have a minimum of 3 years of experience in examining records, conducting interviews, and working with the Leadership Team and Industry Liaison to administer aptitude and achievement tests that assist students in choosing careers.
5.	Industry Liaison	Must be degreed, skilled, and trained in the Biotechnology and Life Sciences Industry Cluster. Experience: At least 3 years of job experience in the healthcare industry, as well as, ability to development and implement hands-on industry experiences.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Increase the number of college credit hours earned by students.	1. Career Counselor will bi-annually track credit hours through student transcripts.	03/01/2017	05/30/2018
		2. Promote school courses utilizing social media outlets.	04/01/2017	05/30/2018
		3. Leadership Team will meet regularly to see what additions could be made to improve the ECHS program.	03/01/2017	05/01/2018
2.	Increase the number of TSI-ready students.	1. Quantitative reports will be reviewed to ensure the increase in TSI-ready students.	05/01/2017	05/01/2018
		2. An improvement in TSI scores.	02/01/2017	05/30/2018
		3. District and Industry will host a minimum of two annual parent/student meetings.	04/01/2017	04/01/2018
3.	Collaboration opportunities for the ECHS and higher education faculty.	1. Meetings will be held 4 times a year to share updates, educational strategies, and progress.	04/01/2017	05/30/2018
		2. Provided targeted trainings for struggling teachers.	04/01/2017	05/1/2017
		3. Ensure staff attends professional development trainings on newly purchased curriculum, industry-related software, and technology.	03/01/2017	11/01/2017
4.	Establish a distinct college-going culture	1. Activities each semester will promote supportive instruction for all students.	02/01/2017	05/30/2017
		2. 2 ECHS faculty workshops to discuss issues and ensure all faculty continues to support the college-going culture.	04/01/2017	05/30/2017
5.	Increase student industry experience before graduating High School.	1. Quantitative reports will be reviewed to ensure an increase in students' industry-related experiences.	03/01/2017	05/30/2017
		2. Monitor for compliance and effective practices.	02/01/2017	05/30/2017
		3. Identify weaknesses of the grant and provide solutions.	03/01/2017	05/30/2018

Achieves the objectives on time, within budget, with appropriate timelines, and milestones. (5 points)

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)County-district number or vendor ID: **031-914**

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The procedures ensure feedback and continuous improvement in the operation of the proposed program through ongoing monitoring and adjustments as needed. (3 points) In order to solicit feedback and continuously monitor the attainment of goals and objectives, the district asks all stakeholders to participate in surveys and answer questionnaires on a regular basis. In addition, the district establishes a procedure and schedule for internal monitoring that include: Conducting student and family surveys/questionnaires to determine the quality of the programs provided; Ensuring all participants are signed in/out of the program logs found at the Industry and classroom to track participants' attendance; Monitoring of data entry and security procedures in order to ensure the program remains in compliance; Conducting teacher and parent surveys and questionnaires to determine if participants' academics, behavior, and attendance have improved; Conducting staff surveys to determine the quality of professional development being provided; and Reviewing expenditures to ensure the program is staying within budget and all activities are being implemented.

The level of involvement and commitment to the program of all participants, including management, staff, collaborators and partners, is sufficient to ensure the successful implementation of the program goals, objectives, and activities. (4 points) In order to ensure that all program participants remain committed to the success of the program, the district has ensured that they have received buy-in from campus participants, including district and campus administrators, teachers, school board members, parents, and the designated Industry liaison. Throughout the term of the grant, the district will continue to meet regularly with administrators, teachers, board members, the designated Industry liaison to solicit feedback and modify the goals and objectives of the grant; thus, ensuring long-term support and commitment to the program.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed program will be coordinated with similar or related efforts using existing resources and facilities and with other appropriate community, state, and federal resources to maximize the effectiveness of grant funds. (3 points) The district currently does **not** offer 60 semester credit hours toward a baccalaureate degree in the Biotechnology and Life Sciences Industry Cluster; nor does it have a Career Counselor to help students in the Healthcare Industry. The recent decrease in state and federal funding has made it impossible for the district to implement a new program that establishes a distinct college-going culture. However, the district can support the added costs that will be associated with the Early College High School Innovative Academy Grant should it be funded to include items such as: utilities, building use, maintenance, technology, etc.

Moreover, to ensure that the program continues after the grant period, the district will actively look for funding sources that help support and sustain this program over an extended period of time. The district's **plan for sustainability** will include an examination of what this grant initiative aims to sustain, barriers that prevent the initiative from accomplishing its goals, fiscal constraints, and its resources. The district will help sustain this initiative after the end of the program by enforcing a sustainability plan. The sustainability plan includes the creation of a Handbook of Operating Procedures (HOOP) and will include an active and careful examination of the following approaches to seek effective avenues to ensure that the program continues beyond the grant period: Make better use of existing resources; maximize federal, state, and local revenue; Use of instruction, professional development, and Curriculum that was created by the Leadership Team during the Early College High School Innovative Academy Grant funding period; Create more flexibility in existing streams, and; Continue building public-private partnerships.

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Schedule #15—Project EvaluationCounty-district number or vendor ID: **031-914**

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Qualitative Data: Parent/Student Surveys (EVAL-2 points)	1.	Positive feedback is received on teacher/parent/student interaction.
		2.	Positive feedback is received on teachers' instruction.
		3.	Positive feedback is received on Industry liaison interaction with students.
2.	Quantitative Data: Evaluation of Students' Learning	1.	Increase in the number of TSI-ready students.
		2.	Report cards, classwork, and benchmarks demonstrate progress.
		3.	Increase in average number of college credit hours earned by students.
3.	Professional Development Feedback	1.	ECHS teachers and higher education staff actively participate in collaborative meetings and trainings.
		2.	A minimum of four district and industry staff attendance trainings are offered.
		3.	Teachers volunteer to attend other trainings they see fit.
4.	Classroom/Industry Observations	1.	Student engagement increased in the classroom and designated industry.
		2.	Increase in the number of industry experiences provided to the students.
		3.	Well-defined learning activities are provided and completed.
5.	Review Use of Industry/Teacher Course Materials	1.	Industry/Teachers provide effective approaches in higher-order thinking.
		2.	Industry/Teachers integrate an understanding of facts, concepts, and Principals.
		3.	Industry/Teachers provide multiple, varied examples to illustrate skills.

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Methods of evaluation clearly related to the intended results of the project. (3 points) The district will collect data including program-level data, number of participants served, and student-level academic. It will include objective performance measures and indicators of program accomplishment that are clearly related to the intended results. A wide range of evaluation instruments will be used to identify program accomplishments, refinements, or failures. Data collected will include: Quarterly and cumulative number of activities that provide students a college-going culture; Hours of industry experience provided to students; Number of opportunities ECHS teachers and higher education faculty collaborate through planning, teaching, and professional development (**Assurance 11**); Number of students engaged in TSI- success activities; and Hours of college credit earned by students.

Evaluation design includes processes for collecting data, including program-level data. (3 points) Teachers will be asked to participate in surveys that will provide feedback on the instructional strategies, trainings, and activities. Furthermore, parents will also participate in surveys that will provide feedback on the teachers' instructional strategies and coursework. Finally, the Industry Liaison will be required to participate in surveys designed to gauge teacher participation, level of involvement, and the quality of instruction that is being provided. Classroom observations will also be conducted on a regular basis in order to provide the Principal and grant officials the opportunity to determine whether the trainings being provided are having a positive impact on the teachers' ability to engage students, increase productivity, and improve student outcomes. Finally, the district will review student achievement results and attendance data, as well as, test results, report cards, graded classwork, professional development sign-in sheets, and Texas Success Initiative (TSI) reports to determine an increase in student academics.

Formative evaluation processes outlined and addressed throughout the grant project. (2 points) Data collected will allow the district, Industry Liaison, and contracted consultants the ability to determine whether the professional development trainings are positively impacting the students and teachers. **Problems identified and corrected:** Areas of concern will be discussed and modifications will be made regularly to the proposed plan, as needed.

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Schedule #16—Responses to Statutory RequirementsCounty-district number or vendor ID: **031-914**

Amendment # (for amendments only):

Statutory Requirement 1: The commissioner of education is required to establish and administer an early college education program for students who are at risk of dropping out of school or who wish to accelerate completion of the high school program. Describe how the school will address each of the following:

- provide for a course of study that enables a participating student to combine high school courses and college-level courses during grade levels 9 through 12;
- allow a participating student to complete high school and, on or before the fifth anniversary of the date of the student's first day of high school, receive a high school diploma and either an associate degree; or at least 60 semester credit hours toward a baccalaureate degree;
- include articulation agreements with colleges, universities, and technical schools in the state to provide a participating student access to postsecondary educational and training opportunities at a college, university, or technical school; and
- provide a participating student flexibility in class scheduling and academic mentoring (TEC §29.908(b)).

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district will partner with Texas State Technical College (TSTC) and Texas A&M University - Kingsville, as well as, any other necessary IHE'S in order to provide a course of study that enables ECHS participating students to combine high school courses and college-level courses during grade levels 9 through 12. As reassurance of the partnership made, the district has attached a signed Memorandum of Understanding (MOU) with all the dual credit partners involved in the grant. **(2 points)** This agreement will give the district's students post-secondary education and training opportunities. Thus, making them a more self-sustaining individual right after their high school graduation.

Due to the district's articulated agreement with Texas State Technical College (TSTC) **(5 points)**, and future agreement with Texas A&M University - Kingsville (TAMU-K), the participating students will either earn an Associate's Degree, or at least 60 semester credit hours towards a Baccalaureate Degree by the time they graduate high school **(Assurance 12)**.

To ensure students get to reap all the benefits of the ECHS Grant, the district will coordinate outreach and awareness activities to identify and recruit potential participants. These activities include but are not limited to:

- Parents of 8th and 9th graders and students will be invited to an orientation that discusses the program;
- 8th and 9th grade students and parents will be encouraged to ask questions to the ECHS staff;
- 8th grade counselor will have the ECHS information available for any student/parent not present at the meeting; and
- The partnering college will administer a Texas Success Initiative Assessment (TSIA) to all incoming 9th-graders to assess college readiness enabling students to begin college courses as soon as possible **(Assurance 13)**.

During the design of the Early College High School Innovative Academy Grant, the district was able to acquire Letters of Support from partnerS including TSTC, the High School Principal, the Superintendent, and Trinity Home Health Care Service. **(5 points per partnership)**

The district along with the partnering college will offer the participating students flexibility in class scheduling and academic mentoring. This will ensure the students have the opportunity to still learn the instructional material even while having other agreements outside of the classroom (sports, school clubs, jobs, etc.).

In conclusion, the district's partnership with Texas State Technical College (TSTC) and Texas A&M University - Kingsville (TAMU-K), as well as, Trinity Home Health Care Service will not only educate the district's students, but provide them real-world experiences in high-demand occupations. Providing students, a flexible schedule keeps them from feeling overwhelmed in the classroom or at the industry partner's site, this in turn will produce the best results possible for the Early College High School Innovative Grant Program.

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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **031-914**

Amendment # (for amendments only):

Statutory Requirement 1 (continued)

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

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Schedule #17—Responses to TEA Program RequirementsCounty-district number or vendor ID: **031-914**

Amendment # (for amendments only):

TEA Program Requirement 1: The applicant must identify, in partnership with its local workforce development board, high-demand occupations and programs of study that lead to these occupations. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district has entered into a partnership with its local Cameron County Workforce Development Board.

The Cameron County Workforce Development Board will serve to the district as a link to the public workforce system. The workforce development board has the ability to facilitate partnerships between local businesses with similar training needs. Furthermore, they also utilize labor market information to develop strategies that focus their resources on particular high-demand occupations in their region.

This partnership with the Cameron County Workforce Development Board provided the district an opportunity to identify Certified Nursing Assistant (CNA) as high-demand occupation. Due to the additional information the Cameron County workforce provided, the district will be able to provide its students a better opportunity to work in high-demand occupations, as well as, get into the proper trainings and programs that lead into these occupations. Students will also be encouraged to continue into a four year degree to include the Registered Nurse profession. **(20 points)**

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **031-914**

Amendment # (for amendments only):

TEA Program Requirement 2: The applicant must enter into an agreement with at least one industry partner, which may include one or more employers within an industry. Describe how the partner will commit to the following for the grant period:

- Serve as an active member of the INDUSTRY CLUSTER NAME Innovative Academy ECHS Leadership Team.
- Provide cash or in-kind contributions equal to 20-25% of the total grant award. Examples of in-kind contributions include costs associated with providing internships, externships, apprenticeship programs, mentors, equipment, or staff to assist with curriculum development to support relevant and frequent industry experiences for students enrolled in the INDUSTRY CLUSTER NAME Innovative Academy ECHS.
- Ensure a liaison that represents the industry partner(s) interacts directly and frequently with ECHS staff.
- Actively participate in the development of curriculum for the INDUSTRY CLUSTER NAME Innovative Academy ECHS in order to ensure that the curriculum is appropriately aligned to marketable skills in the identified high-demand occupations, and may include industry recognized credentialing as part of degree plan design.
- Assist in the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeships, that expose students to applied learning and real-world work activities in the identified high-demand occupation(s).

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As proof of the agreement, the district has attached a signed agreement of the selected industry they plan to partner with **(2 points)**. This industry provides jobs under the Biotechnology and Life Sciences Industry Cluster which falls in line with the TEA program Guidelines.

This Industry Liaison will serve as an active member on the ECHS Leadership Team which will consist of the Industry Liaison, the district's Superintendent, principal, a Liaison from each IHE.

The selected industry will assist in the development and implementation of experiences, including mentorship programs, internships, externships, and/or apprenticeships. This will expose students to applied learning and real-world work activities in identified high-demand occupations **(Assurance 5)**. These activities will be providing in-kind match of 20% of the grant award **(10 points)**. **(5 points)**

To ensure the Industry Liaison interacts directly and frequently with ECHS staff, the district will invite a Liaison from Trinity Home Health Care Service to the Fall, Spring, and Summer trainings, giving the Industry Liaison the opportunity to participate in the development of curriculum **(Assurance 3/4)**. This will ensure that the curriculum is appropriately aligned to marketable skills in the identified high-demand occupation, as well as, it includes industry recognized credentialing as part of degree plan design.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **031-914**

Amendment # (for amendments only):

TEA Program Requirement 3: The INDUSTRY CLUSTER NAME Innovative Academy ECHS must ensure that 100% of students have access to opportunities to participate in industry experiences, including marketable skills, detailed work activities, etc. Applicants must provide a detailed plan that describes the industry experiences that will be made available to all INDUSTRY CLUSTER NAME Innovative Academy ECHS students throughout the student's high school career. The plan should build in rigor and responsibility as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district wants both privileged and at-risk students to have the opportunity to provide for themselves after graduating high school. The district plans to do this by offering a full-day program at the ECHS campus (**Assurance 15**), as well as, offering 100% of the students access to opportunities to participate in industry experiences, including marketable skills, detailed work activities, etc.

The district will do this by partnering with Trinity Home Health Care Service. This industry has expressed a commitment to provide additional learning opportunities to the districts students, as well as, the following activities throughout the student's high school career: internships, externships, apprenticeship programs, and mentoring (**20 points**). (**2 points**)

This plan will ensure the students receive rigorous activities making them more responsible. This added responsibility will allow the ECHS students to swiftly transition into adulthood.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **031-914**

Amendment # (for amendments only):

TEA Program Requirement 4: The INDUSTRY CLUSTER NAME Innovative Academy ECHS must employ a career counselor that serves only students of the INDUSTRY CLUSTER NAME Innovative Academy ECHS. Describe the responsibilities of the career counselor. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district will employ a Career Counselor that serves only students of the ECHS Innovative Academy Grant. The district will do this by using a portion of the grant funds as salary for the Career Counselor (**Assurance 6**). The district has set the following requirements when deciding who the best Career Counselor would be for this program:

Education:

- Must have a minimum of a Bachelor's Degree in Education or a related field.

Experience:

- Helping students select the right schools or programs for their needs,
- Helping students locate sources of financial support to pay for school and other training programs for the future,
- Administering aptitude and achievement tests, and
- Assisting in helping students choose careers.

With these requirements, the district believes they will employ a highly-qualified Career Counselor, which will serve the students to their best ability.

The district will also put together a list of responsibilities the Career Counselor will be held accountable for. This will ensure the counselor only serves ECHS students and is able to do his/her job to the best of his/her ability. These responsibilities include:

- Administer personality and interest inventories;
- Use achievement and aptitude tests to help students get a better idea of what they are good at;
- Advise students about what courses and educational programs they need for particular careers;
- Help students select the right schools or programs for their needs; and
- Help students locate sources of financial support to pay for school and other training programs for the future.

In conclusion, the will district put together a list of responsibilities and requirements necessary for their Career Counselor in hopes they find the most high-qualified Counselor possible.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **031-914**

Amendment # (for amendments only):

TEA Program Requirement 5: The INDUSTRY CLUSTER NAME Innovative Academy ECHS must describe at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by the INDUSTRY CLUSTER NAME Innovative Academy ECHS. Priority points may be awarded for describing multiple programs of study. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district has entered into a signed articulation agreement with an Texas State Technical College (TSTC), and will be establishing a new agreement with Texas A&M University – Kinsville, that address the statutory requirements set by TEA and the State. **(2 points)** The IHE will ensure that high-qualified teachers are hired at the district and are conducting the class in an appropriate manner. The College will do this by sending an assigned individual to serve on the Leadership Team, which gives this individual not only insight on how the district works but gives, him/her access to perform walk-throughs and routine check-ups.

The IHEs will also issue a college Student Identification Card. This ID will enable students to log into the IHE's online portal. The IHEs will provide the district's students the following items through their online account: instruction, online interaction, educational assessment, assignment due dates, and a pathway for students to stay up-to-date with their grades in each course.

This college fits perfect with TEA guidelines because the secondary and post-secondary education they offer falls under the Biotechnology and Life Sciences Industry Cluster. The IHEs both offer courses that lead to a degree in Certified Nursing Assistant (CNA). **(2 points)** This is ideal for the district because the CNA Program gives students additional education about high-demand occupations identified by the ECHS Innovative Academy Guidelines. Students will also be encouraged to continue into a four year degree to include the Registered Nurse profession.

In conclusion, the IHEs will provide students an opportunity to span their education in secondary and post-secondary high-demand occupations. This will be performed through certified college personnel, as well as, online portals which allow students to stay in constant communication with their teachers and the college.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **031-914**

Amendment # (for amendments only):

TEA Program Requirement 6: The applicant must provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study to complete a bachelor's degree from the partnering general academic teaching institution(s) within two-three years of graduating from high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district goals are to provide students the opportunity to complete a Bachelor's degree within two-three years of graduating from high school. To do this, the district will provide a crosswalk that identifies post-secondary coursework required by the student. The district will create a crosswalk that not only **identifies** the **required** coursework that needs to be completed, but all other aspects that factor into doing well in college. The district will address the following criteria of each student when creating their crosswalk: academic support, social support, college-readiness, and college access. The district plans to address these subjects in the following manner:

Academic: The district will provide a personalized learning environment by creating a seamless curriculum between Santa Rosa High School, Texas State Technical College (TSTC), and Texas A&M University – Kingsville (TAMU-K). The campus will provide a work-based experience for its students through rigorous, purposeful, and responsive instruction with emphasis on leadership and relationship development. The **Career Counselor** will meet with the students **throughout the year** to discuss what courses the student has currently taken, as well as, **identify the coursework** that needs to be completed to ensure they stay on their selected career pathway. In order to ensure that students feel comfortable and are successful in their classroom and coursework, the high school will implement strategies that will help develop a personalized learning environment. For example, if a student is not performing at the required level in two or more college courses, the Principal and Career Counselor will personally meet with the student to identify the reason for the student's low performance. This will occur after each 3-week progress reporting period and after each 6-week report card distribution.

Social: The social and emotional support of the students will be crucial to maintain in order to improve attendance and ensure academic success. The campus will ensure it provides continuous social and emotional support to the students by hiring a Career Counselor, along with developing a Personalized Learning Community (PLC). This will be developed by offering individualized career and course planning to all students, setting up Individual Graduation Plans, assisting in personal or family matters, and providing social and emotional advisement. Moreover, group sessions will be provided when necessary to handle social and emotional issues with fellow students. Additionally, student/parent/teacher conferences will be set up to ensure academic and emotional encouragement is provided not just to the student, but to the parents as well.

College Readiness: The ECHS campus will provide students with a variety of college readiness services including, but not limited to: Texas Success Initiative Assessment (TSIA); Academic planning for college; college exploration and selection; college admission; assistance with financial aid applications; SAT/ACT and TSI preparation; and transitional services from high school to college enrollment. These services will be provided by both the district and the IHEs to encourage early college planning and provide guidance through the college admission and financial aid processes.

College Access: The ECHS students will be issued a college Student Identification Card, which will enable students to log into the IHE's online portal. The IHEs will provide the district's students the following items through their online portal: instruction, online interaction, educational assessment, assignment due dates, and a pathway for students to stay up-to-date with their grades in each course.

In conclusion, the district will provide a crosswalk that not only identifies what coursework needs to be taken by each student, but all aspects that need to be addressed when taking college courses. This will ensure the district's students are put into a position to succeed at their coursework and after they graduate high school.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **031-914**

Amendment # (for amendments only):

TEA Program Requirement 7: The INDUSTRY CLUSTER NAME Innovative Academy ECHS must develop and maintain an ECHS Career Preparation Academy Leadership Team that meets regularly to address issues of curriculum, school design, and sustainability. The leadership team must consist of high-level personnel with decision-making authority who meet regularly and report to each member organization or entity. The leadership team must consist of the following:

- a. District: superintendent, associate superintendent of curriculum and instruction, or equivalent position, career and technical education director, and ECHS Career Preparation Academy principal or director
 - b. Primary dual credit partner: university or college president, provost, dean of college of education, and ECHS liaison
 - c. College or university partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison
 - d. Industry Partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison
- Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Santa Rosa Early College High School Leadership Team will be charged with providing expert information and feedback of best practices that will help students in their journey of achieving their college goals (**Assurance 7/8**).

Each member will be responsible for sharing and discussing agenda items and conveying information respective to their areas of expertise. Their expertise and input will play a vital role in the support and success of Santa Rosa Early College High School. The following individuals will make up the Leadership Team for the ECHS Innovative Academy Grant:

- **Superintendent:** Will assure program is supported at the district level and will assist with program maintenance and sustainability.
- **ECHS Principal:** Will oversee all aspects of the ECHS Program including maintaining the budget for the school, providing curriculum oversight, providing program sustainability; coordinating staff development; monitoring student enrollment; maintaining communication with the IHEs and Trinity Home Health Care Service; overseeing staff and building maintenance; etc.
- **Primary Dual Credit Partner:** Will assure program is supported at the college level and will assist with program maintenance and sustainability at their respective college.
- **College/University Partner:** Will oversee that the department heads at their respective college have seats available for the ECHS students, programs are made available to ECHS, and that updates are provided to ECHS staff.
- **Industry Partner:** Will assist with program implementation at their respective Industry, provide training and assistance to the ECHS Career Counselor, assist with registration, and attend parent trainings in order to provide information to parents on their respective Industry.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **031-914**

Amendment # (for amendments only):

TEA Program Requirement 8: The applicant must describe a proposed sustainability plan to ensure that the school will continue to meet the goals of the INDUSTRY CLUSTER NAME Innovative Academy ECHS beyond period of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To ensure the district will continue to meet the goals of the Industry Cluster Innovative Academy ECHS beyond period of the grant program, the district has proposed a sustainability plan. The district's plan for sustainability will include an examination of what this grant initiative aims to sustain, barriers that prevent the initiative from accomplishing its goals, fiscal constraints, and its resources. The district will help sustain this initiative after the end of the program by enforcing a sustainability plan. The sustainability plan includes the creation of a Handbook of Operating Procedures (HOOP) and will include an active and careful examination of the following approaches/procedures to seek effective avenues to ensure that the program continues beyond the grant period: Make better use of existing resources; maximize federal, state, and local revenue; Use of instruction, professional development, and Curriculum that was created by the Leadership Team during the Early College High School Innovative Academy Grant funding period; Create more flexibility in existing streams, and; Continue building public-private partnerships.

In conclusion, this sustainability plan will assure that once the program is over, the district will be able to fund academic preparation classes, academic interventions, and waiver fees associated with assessments. **(10 points)**

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **031-914**

Amendment # (for amendments only):

TEA Program Requirement 9: FOR NEW EARLY COLLEGE HIGH SCHOOLS ONLY – The applicant must describe a school plan that serves grades 9 through 12 and targets and enrolls a majority of students who are at risk of dropping out of school (at risk, economically disadvantaged, English language learners, and first-generation college goers) or who wish to accelerate completion of the high school program, and attempts to serve no more than 100 students per grade level in grades 9-12. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Santa Rosa ISD will develop a school plan that targets and enrolls: at risk, economically disadvantaged, English language learners (ELL), and first-generation college goers. Santa Rosa ISD will work in unison with IHEs to affirm equitable access to at-risk, as well as, subpopulations of at-risk students. The subpopulations of these students include: potential first-generation college students of low socio-economic status, African American, Hispanic of limited English proficiency, or others that are historically underrepresented in college courses.

Santa Rosa ISD will perform outreach and awareness activities to identify and recruit not only these specific students for enrollment, but students who just wish to accelerate their completion of high school. All students will be made aware of dual enrollment opportunities beginning in middle school grades and each year thereafter. Information will be provided through counselor presentations and conferences, school websites, dual enrollment publications, school curriculum guides and the annual registration process. The student recruitment and admission process to the ECHS will be as follows:

- SRISD feeder middle school.
- Reside in Santa Rosa ISD boundary zone.
- All 8th grade students will be addressed.
- All parents of 8th graders and students will be given an orientation of the program early in the spring semester.
- Students and parents will be given an overview of the ECHS model.
- 8th grade students and parents will be encouraged to ask questions to the ECHS staff.
- 8th grade students will be given an application and be encouraged to apply to the ECHS.
- 8th grade counselor will have the ECHS applications available for any student/parent not present at the meeting.
- 8th grade students will submit their application to their 8th grade counselor and later picked up by the ECHS Counselor.

In conclusion, Santa Rosa ISD will develop a school plan that targets the intended population of the grant. Due to Santa Rosa ISD not being a very large district, the district will be able to target all the students without exceeding 100 students per grade level in grades 9th-12th.

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Schedule #18—Equitable Access and ParticipationCounty-District Number or Vendor ID: **031-914**

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)County-District Number or Vendor ID: **031-914**

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)County-District Number or Vendor ID: **031-914**

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)County-District Number or Vendor ID: **031-914**

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)County-District Number or Vendor ID: **031-914**

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)County-District Number or Vendor ID: **031-914**

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 031-914

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #20—Outside Sources of Income and Pre-Existing ContentCounty-district number or vendor ID: **031-914**

Amendment # (for amendments only):

Part 1: Outside Sources of Income. Report any non-TEA income used to support or develop the identified TEA-funded project if the content, products, or materials created using grant funds are to be commercialized.

NOTE: The grand total from this part of this schedule does not transfer to Schedule #6—Program Budget Summary.

☒ Not applicable. The contents, products, and/or materials created using grant funds will not be commercialized. (If in the future it is determined that the content, products, and/or materials will be commercialized, the IHE applicant must contact the Division of Grants Administration at grants@tea.texas.gov).

#	Grantor	Grant Period	Amount
1			\$
2			\$
3			\$
4			\$
5	Total:		\$

Part 2: Pre-Existing Content. On this part of the schedule, list by title all items of pre-existing content that were not funded with TEA funds.

The provisions of any and all memoranda of understanding between TEA and the IHE applicant regarding copyrights in works created by the IHE applicant, and/or its component institutions, with TEA funding, are incorporated herein.

☒ Not applicable. No product, document, or content existed prior to receipt of grant funds from TEA.

#	Title	Date Developed
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

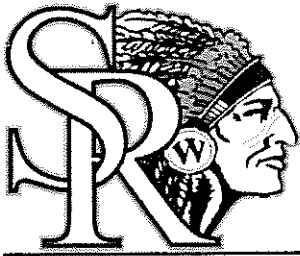
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Santa Rosa Independent School District

Board of Trustees:

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President

Leah Theys
Vice-President

Sandra Rickford
Secretary

Arnulfo Castaneda
Trustee

Bobby De La Fuente
Trustee

Hector Lumbrera
Trustee

Danny Theys
Trustee

Superintendent:
Heriberto Villarreal

October 24, 2016

To Whom It May Concern:

The Texas State Technical College (TSTC) is pleased to present its complete support in the endeavor of Santa Rosa ISD (SRISD) to establish an Early College High School (ECHS).

TSTC offers the courses necessary to support the ECHS's mission and objective to provide a course of study that enables participating students to complete their high school graduation requirements in either an Associate Degree or at least 60 semester credit hours towards a Baccalaureate Degree.

An ECHS Liaison will be designated at the TSTC campus that will remain in close communication with the ECHS Director to ensure that the students' academic needs are met and any issues are addressed. In order to increase the number of students served by the ECHS, TSTC has agreed to waive tuition fees for high school student enrolled in a course for which the student may receive dual course credit.

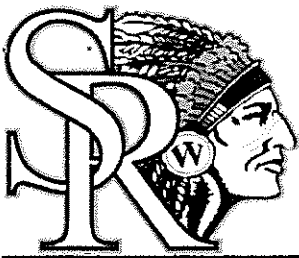
TSTC currently partners with numerous ECHS campuses and is confident in its capacity to support SRISD ECHS. Staff at TSTC are very excited to work with prospective ECHS campus to offer at-risk students the opportunity to obtain a higher education.

If you have any questions or concerns, please do not hesitate to contact me at (956) 636-9800 x101

Thank you,

Heriberto Villarreal

Superintendent of Schools



Santa Rosa Independent School District

Board of Trustees:

Raul Garza
President

Leah Theys
Vice-President

Sandra Rickford
Secretary

Arnulfo Castaneda
Trustee

Bobby De La Fuente
Trustee

Hector Lumbrera
Trustee

Danny Theys
Trustee

Superintendent:
Heriberto Villarreal

October 24, 2016

To Whom It May Concern:

As the Santa Rosa High School Principal, I, Rebecca Corpus, am pleased to offer my full support in the establishment of an Innovative Academy Early College High School (ECHS). I strongly believe and support the mission of an Innovative Academy ECHS campus to provide learning opportunities for students, including internships, externships, apprenticeships, mentorship programs, and career counseling, as well as, to provide students opportunities to earn post-secondary course credit prior to high school graduation.

If awarded, Santa Rosa High School students would be provided the opportunity to earn relevant credit hours equal to an Associate's Degree and allow these same hours to transfer to the college partner for this grant. Due to the high percentage of Economically Disadvantaged students in our region, our campus and district are well aware that many of our students will not have the tools and guidance needed to attend a higher education institution. Having an Innovative Academy ECHS campus will help raise awareness and will encourage students to earn credit hours and understand the importance and value of having an education.

Santa Rosa High School has the capacity to support the Innovative Academy ECHS Program to be successful. Furthermore, the board members and the administrative staff of Santa Rosa ISD offer their full support to the establishment of the Innovative Academy ECHS campus staff. The administrators and board members will work closely with the Innovative Academy ECHS Leadership Team to prepare students to not only be college-ready graduates, but successful, college scholars!

Should you have any questions or require further verification, please do not hesitate to contact me at (956) 636-9800.

Sincerely,

Rebecca Corpus
SRISD High School Principal

October 31, 2016

To Whom It May Concern:

I am writing this letter to offer the support of Trinity Home Health Services to Santa Rosa High School's Innovative Academy Early College High School (ECHS) Grant Program. I am aware that Santa Rosa High School has a conscientious team of professionals that are partnering with an Institution of Higher Education in order to maximize their ability to prepare students for employment in high-demand occupations within an approved industry cluster.

Through the use of the Innovative Academy ECHS Program funds, Santa Rosa High School will be able to develop and implement applied learning opportunities for students, including internships, externships, apprenticeships, mentorship programs, and career counseling, as well as to provide students opportunities to earn post-secondary course credit prior to high school graduation.

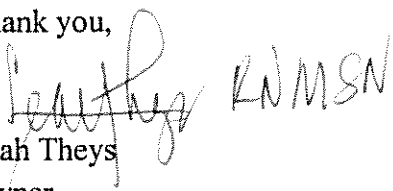
As a partner in the Innovative Academy Early College High School (ECHS) Grant Program, Trinity Home Health Services is committed to the following services:

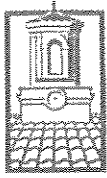
- Serve as an active member of the Innovative Academy ECHS Leadership Team;
- Ensure a liaison that from our business interacts directly and frequently with ECHS staff;
- Provide in-kind contributions such as internships, externships, apprenticeship programs, mentors, equipment, or staff to assist with curriculum development to support relevant and frequent industry experiences for students; and
- Participate in the development of curriculum in order to ensure that the curriculum is appropriately aligned to marketable skills.

I am confident that you will give Santa Rosa High School full consideration for grant funding so that this agency may provide the best occupational and educational opportunities possible to its students.

If you should have any questions concerning this letter of support, please do not hesitate to contact me at (956) 778-2535

Thank you,


Leah Theys
Owner



TEXAS A&M
UNIVERSITY
KINGSVILLE

CENTER FOR STUDENT SUCCESS

Texas A&M University-Kingsville
Center for Student Success
700 University Blvd. RM 234
MSC 206
Kingsville, TX 78363
361.593.3290

October 31, 2016

To Whom It May Concern:

Texas A&M University - Kingsville (TAMU-K) is happy to provide this letter of support for Santa Rosa High School's Early College High School (ECHS) Innovative Academy grant application.

TAMU-K is in the process of developing a collaborative partnership with Santa Rosa ISD. This partnership would provide the courses necessary to support the mission and objective of Santa Rosa ISD to provide a course of study that enables participating students to complete their high school graduation requirements with up to 60 semester credit hours towards a Baccalaureate Degree.

TAMU-K understands and agrees that it will be one of several Institutions of Higher Education (IHEs) to partner with Santa Rosa ISD on this project.

TAMU-K currently partners with numerous campuses and is confident in its capacity to support Santa Rosa ISD. The Staff at TAMU-K are very excited to work with the prospective ECHS campus to offer at-risk students the opportunity to obtain a higher education.

If you have any questions or concerns, please do not hesitate to contact me at (361) 593-3290.

Thank you,

Dr. Nancy KingSanders
AVP for Student Success

INSTRUCTIONAL ADMINISTRATION

300 Homer Taylor Drive
Sweetwater, Texas 79556

325-235-7316
Fax: 325-235-7404

October 28, 2016

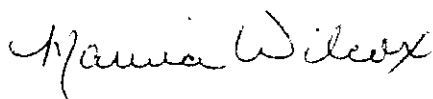
To Whom It May Concern:

Texas State Technical College (TSTC) is happy to provide this letter of support for Santa Rosa High School's Early College High School (ECHS) Innovative Academy grant application.

TSTC currently has an active Memorandum of Understanding with Santa Rosa Independent School District (ISD) and proposes to continue the partnership to include the proposed industry courses listed in the ECHS Innovative Academy grant. TSTC understands and agrees that it will be one of several Institutions of Higher Education (IHEs) to partner with Santa Rosa ISD on this project.

If you have any questions or concerns, please do not hesitate to contact me at (325) 235-7316.

Thank you,



Marina Wilcox
Vice President Student Learning/Chief Academic Officer

SANTA ROSA INDEPENDENT SCHOOL DISTRICT

MEMORANDUM OF UNDERSTANDING SANTA ROSA INDEPENDENT SCHOOL DISTRICT AND RIO GRANDE VALLEY INSTITUTIONS OF HIGHER EDUCATION COLLEGE PREP MATHEMATICS AND ENGLISH LANGUAGE ARTS COURSES

This Memorandum of Understanding (MOU) is entered into as of the 22nd day of August, 2014 (the Effective Date) between the Santa Rosa Independent School District (ISD), a Texas independent school district located at 232 Jesus T. Avila St., Santa Rosa, Texas, 78593, and the University of Texas Pan-American, the University of Texas at Brownsville, South Texas College, Texas State Technical College-Harlingen, and Texas Southmost College (herein referred to as Rio Grande Valley Institutions of Higher Education [RGV IHEs]).

WHEREAS, The State of Texas mandated via House Bill 5, Section 10 that each school district shall partner with at least one institution of higher education to develop and provide Courses in college preparatory mathematics and English language arts;

WHEREAS the parties have agreed to enter into a collaborative agreement regarding students who are deemed to not be college ready per House Bill 5, Section 10;

WHEREAS, Santa Rosa Independent School District and RGV IHEs jointly recognized an opportunity to create seamless pathways for students to enter into college level work in mathematics and English Language Arts without further remediation;

NOW, THEREFORE, in consideration of the conditions contained in this MOU, the receipt and sufficiency of which are hereby acknowledged, Santa Rosa ISD and the RGV IHEs, agree as follows:

1. Scope of Services. Santa Rosa ISD and the RGV IHE's agree to collaborate to develop and maintain college preparatory mathematics and English language arts courses that meet the terms of this agreement as outlined below in the Support and Services section of this MOU. Santa Rosa ISD and the RGV IHE's will meet regularly to maintain the integrity and evaluate the effectiveness of the program.
2. Term. The initial term of this MOU shall begin on August 1, 2014 and continue for a period of three years. Thereafter, the RGV IHEs may renew this MOU for two (2) consecutive one (1) year terms by delivering written notice to Santa Rosa ISD. The initial term and any renewal term(s) are collectively referred to in this MOU as "Term." Either party may terminate this MOU, without cause, upon at least thirty (30) calendar days prior written notice to the other party, with termination effective upon the expiration of the thirty (30) days or as mutually agreed to by the parties.

3. Support and Services. Santa Rosa ISD and the RGV IHEs agree to the following conditions:

DDDDDD. The RGV IHEs agree to the following for both the mathematics and English language arts courses:

- lviii. To share data and provide feedback regarding student success on applicable entry-level college courses for students who complete college preparatory courses-as defined in this MOU;
- lix. To recognize and honor course(s) on school district transcripts for up to one year after high school graduation;
- lx. To provide advisement for students into eligible college level coursework;

EEEEEE. The RGV IHEs agree to the following for the college preparatory mathematics course:

- lviii. To develop the Student Learning Outcomes;
- lix. To develop the master syllabi for the courses being offered;
- lx. To develop the final assessments for the math courses;

FFFFFF. The RGV IHEs agree to the following for the college preparatory English language arts course:

- lxxvii. To develop the Student Learning Outcomes;
- lxxviii. To develop the master syllabi for the courses being offered;
- lxxix. To develop evaluative criteria and tools for student work;
- lxxx. To develop the final assessment(s) for the Integrated Reading and Writing course

GGGGGG. Santa Rosa ISD agrees to the following for both the mathematics and English language arts courses:

- cxci. To provide highly qualified instructors for the courses being taught (Math and ELA Secondary Certification);
- cxcii. To include only those students on track to meeting high school graduation requirements as measured by End of Course exams (EOCs);
- cxci. To notify parents and students of the benefits of enrolling in the college prep course (s);
- cxci. To provide students with the option of opting out of the college prep course (s);
- cxci. To provide professional development and resources required to teach the mathematics and English language arts courses;
- cxci. To identify successful completion of the course(s) on the student transcripts as determined by the State of Texas PEIMS number: English Language Arts – CP110100; Mathematics – CP111200;
- cxci. To provide curriculum for the course that is consistent with the RGV IHE's Student Learning Outcomes;
- cxci. To deny students enrolled in these courses exemptions from final exams in the college preparatory courses as defined in this MOU;
- cxci. To administer the RGV IHEs' final assessment(s) and award credit for the course only if the student's exam grade is at least 70 percent;
- cc. To accept completion of the college preparatory course(s) and demonstration of readiness, by the RGV IHEs, the student's grade for the course must be at least 70 and a minimum of a 70 on the final assessment;

HHHHHH. Santa Rosa ISD agrees to the following for the college preparatory mathematics course:

- xxxix. To provide and utilize online math resources for each student enrolled in the course;
- xl. The fall (A) semester on the student transcript will correspond to MATH A CP111200 and the spring semester (B) will correspond to MATH B CP111200;

IIIIII. Santa Rosa ISD agrees to the following for the college preparatory English language arts course:

- xx. To teach and grade the required essays according to the professional development provided by the RGV IHEs.

JJJJJJ. Individual High Schools or School Districts may be approached by the RGV IHEs with the option of using alternative course designs for the College Preparatory sequence. This will be done with the intent of innovating, and ultimately making improvements to the common course design.

- 4. Non-Compliance. Notwithstanding any provision herein to the contrary, if the RGV IHEs do not comply with any part of this MOU, and the failure to comply is not corrected within thirty (30) calendar days after written notice from Santa Rosa ISD, this MOU may be terminated immediately upon written notice from Santa Rosa ISD, in Santa Rosa ISD's sole discretion.
- 5. Liability. Neither Santa Rosa ISD nor its trustees, officers, employees or agents shall have any liability or responsibility for any claim or cause or action of any person or group arising from (a) the use of district property and/or equipment by the RGV IHEs and the RGV IHEs officers, volunteers, employees, contractors, agents, invitees, licensees, participants, and visitors, or (b) noncompliance with this MOU, or (c) any act, omission, or negligence of the RGV IHEs', or any of its officers', agents', employees, contractors, invitees, licensees, volunteers, participants or visitors.

EXCEPT AS MAY OTHERWISE BE PROVIDED HEREIN, SANTA ROSA ISD MAKES NO EXPRESS OR IMPLIED WARRANTIES OF ANY KIND. TO THE FULLEST EXTENT PERMISSIBLE UNDER APPLICABLE LAW, SANTA ROSA ISD DISCLAIMS ALL WARRANTIES, EXPRESS OR IMPLIED, INCLUDING, BUT NOT LIMITED TO, WARRANTIES OF PERFORMANCE, MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, ACCURACY, OMISSIONS, COMPLETENESS, AND DELAYS. EXCEPT AS EXPRESSLY PROVIDED HEREIN OR AS REQUIRED BY LAW, UNDER NO CIRCUMSTANCES SHALL SANTA ROSA ISD BE LIABLE FOR EXEMPLARY, SPECIAL, PUNITIVE, CONSEQUENTIAL, OR INCIDENTAL DAMAGES, INCLUDING, WITHOUT LIMITATION, LOST PROFITS, BUSINESS REVENUE, OR GOODWILL DUE TO ANY CAUSE WHATSOEVER, EVEN IF SANTA ROSA ISD HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES.

6. Indemnity. TO THE EXENT ALLOWED BY THE CONSTITUTION AND THE LAWS OF THE STATE OF TEXAS, SANTA ROSA ISD AND THE RGV IHEs AGREE THAT EACH PARTY SHALL INDEMNIFY, DEFEND, AND HOLD HARMLESS SANTA ROSA ISD AND SANTA ROSA ISD'S PAST, PRESENT, AND FUTURE TRUSTEES, OFFICERS, AND EMPLOYEES, FROM AND AGAINST ALL CLAIMS, DEMANDS, CAUSES OF ACTION, DAMAGES, COSTS, AND EXPENSES, INCLUDING, WITHOUT LIMITATION, COURT COSTS AND REASONABLE ATTORNEYS' FEES, OF ANY KIND OR NATURE ASSERTED BY ANY THIRD PARTY, ARISING OUT OF, ANY ACTS OF THE INDEMNIFYING PARTY, AND/OR THE INDEMNIFYING PARTY'S PARTICIPANTS, VISITORS, AGENTS, EMPLOYEES, CONTRACTORS, INVITEES, OR LICENSEES DONE IN CONNECTION WITH THIS MOU. Each party's obligations under this clause shall survive termination or expiration of this MOU.

7. Notice. All notices or other communications required or permitted hereunder shall be in writing, and shall be personally delivered or sent by registered or certified mail, return receipt request, courier delivery, electronic mail, facsimile or receipted overnight mail, and shall be deemed received upon the earlier of (a) the date of delivery, if personally delivered, or (b) three (3) business days after the date of posting by the U.S. postal service, if mailed. All such notices or communications shall be addressed as follows:

If to Santa Rosa ISD:

Mr. Heriberto Villarreal
Superintendent
Santa Rosa ISD
232 Jesus T. Avila St.
Santa Rosa, Texas 78593

If to the RGV IHE's:

Dr. Julieta Garcia
President
The University of Texas at Brownsville
One West University Boulevard
Brownsville, Texas 78520

Dr. Havidan Rodriguez
President Ad Interim
The University of Texas Pan American
1201 W. University Drive
Edinburg, Texas 78539

Dr. Shirley Reed
President
South Texas College
3201 W. Pecan Boulevard
McAllen, Texas 78501

Dr. Stella Garcia
Interim President
Texas State Technical College
1902 North Loop 499
Harlingen, Texas 78550

Dr. Lily Tercero
President
Texas Southmost College
80 Fort Brown
Brownsville, Texas 78520

Either party may change such address for notice for the party designated to receive such notice by giving advance written notice to the other party as provided in this paragraph.

8. Relationship of the Parties. It is understood and agreed that the RGV IHEs are separate legal entities from Santa Rosa ISD and the RGV IHEs are not employees, agents, joint ventures, or partners of Santa Rosa ISD. Nothing in this Agreement shall be interpreted or construed as creating or establishing the relationship of employer and employee between Santa Rosa ISD and either the RGV IHEs or any employees or agents of the RGV IHEs.


9. No Waiver of Santa Rosa ISD's or IHEs' Immunity. The execution of this MOU and the performance by Santa Rosa ISD and/or the IHEs of any of its obligations hereunder are not, and are not intended to waive or relinquish, and Santa Rosa ISD and/or the IHEs shall not waive or relinquish, any governmental, sovereign immunity or defense from or to liability or prosecution available to Santa Rosa ISD, its trustees, officers, employees, or agents under federal or Texas laws.
10. No Third Party Beneficiaries. Nothing in this MOU shall be deemed or construed to create any third party beneficiaries or otherwise give any third party any claim or right of action against any party to this MOU.
11. Governing Law and Venue. This MOU shall be governed by and construed in accordance with the laws of the State of Texas, without regard to its conflicts of laws provisions. The mandatory and exclusive venue for the adjudication or resolution of any dispute arising out of this Agreement shall be in Starr, Hidalgo, Willacy, and Cameron Counties, Texas.
12. Entire Agreement. This MOU and the attached and incorporated addendum or exhibits, if any, contain the entire agreement of the parties relative to the purpose(s) of the MOU and supersede any other representations, agreements, arrangements, negotiations, or understanding, oral or written, between the parties to this MOU.
13. Severability. In the event that any one or more of the provisions contained in this MOU shall for any reason be held to be invalid, illegal, or unenforceable in any respect, such invalidity, illegality, or unenforceability shall not affect any other provisions, and the MOU shall be construed as if such invalid, illegal, or unenforceable provision had never been contained in it.
14. Interpretation. The parties agree that the normal rules of construction that require that any ambiguities in this MOU are to be construed against the drafter shall not be employed in the interpretation of this MOU.
15. Changes and Amendments. This MOU may be amended, modified, and/or supplemented only by the mutual agreement of the parties, in writing, to be attached to and incorporated in this MOU.
16. Assignment. Neither this MOU nor any rights, duties, or obligations under it shall be assignable by the RGV IHEs without the prior written acknowledgment and authorization of Santa Rosa ISD. Any attempted assignment by the RGV IHEs without Santa Rosa ISD's prior written consent shall be void.
17. No Waiver. No failure on the part of either party at any time to require the performance by the other party of any term hereof shall be taken or held to be a waiver of such term or in any way affect such party's right to enforce such term, and no waiver on the part of either party of any term hereof shall be taken or held to be a waiver of any other term hereof or the breach thereof. No waiver, alteration, or modification of any of the provisions of this MOU shall be binding unless in writing and signed by duly authorized representatives of the parties hereto.
18. Captions. The captions herein are for convenience and identification purposes only, are not an integral part hereof, and are not to be considered in the interpretation of any part hereof.

19. Counterparts. This MOU may be executed in separate counterparts, each of which when so executed shall be an original, but all of such counterparts shall together constitute but one and the same instrument.

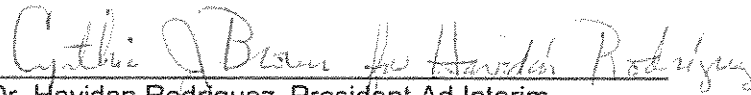
Executed this 22nd day of August, 2014.



Mr. Heriberto Villarreal, Superintendent
SANTA ROSA INDEPENDENT SCHOOL DISTRICT



Dr. Julieta Garcia, President
THE UNIVERSITY OF TEXAS AT BROWNSVILLE



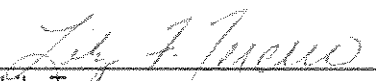
Dr. Havidan Rodriguez, President Ad Interim
THE UNIVERSITY OF TEXAS—PAN AMERICAN



Dr. Shirley Reed, President
SOUTH TEXAS COLLEGE



Dr. Stella Garcia, Interim President
TEXAS STATE TECHNICAL COLLEGE



Dr. Lily Tercero
TEXAS SOUTHMOST COLLEGE

It is the policy of the Santa Rosa Independent School District not to discriminate on the basis of race, color, national origin, sex or handicap in its Career Technical Education programs, services, or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.